



Girl

Look at the photo. Write to describe the moment in time it shows.

Find four specific exemplars attached.

Prompt 3: Girl

Exemplar 4: A good nights sleep

The little girl burrowed her way out of her blankets after a good nights sleep. She put on her dressing gown and wandered down stairs and clicked on the television.

After half an hour of cartoons, Lilly clicked off the television and wandered drowsely outside.

She stared into the distant sun and waited for her parents to wake up.

One hour passed and she still hadn't seen her parents. She wandered up-stairs and opened the door to her parents room. No sign of them, just a tangeled mess of a bed.

"Mum", she called. "Dad", no reply. She wandered back into her room, curious as to where her parents had disappeared to. She got dressed and went back outside.

She stopped, stiff in awe, to the sight of her mother and father, layed ^{thought} on the floor, covered in blood with a frightened look on their faces.

E00304

| ELEMENT | RUBRIC RANGE | RUBRIC CATEGORY | COMMENTS | E00304 |
|------------------------|--------------|-----------------|--|--------|
| Ideas | R1–R6 | R4 | Main idea is focused and developed through the narrative. Some ideas are not controlled (e.g., the bodies are lying on the floor, but the narrative suggests they are outside). | |
| Structure and language | R1–R6 | R2 | Text uses a narrative structure but includes some language features relevant to description, with sensory language providing strong images (e.g., <i>burrowed her way out of her blankets</i>). | |
| Organisation | R1–R7 | R6 | Paragraphs support the development of the text, and are ordered and linked sequentially. | |
| Vocabulary | R1–R6 | R4 | Precise words and phrases add information and interest (<i>tangeled mess of a bed</i> ; <i>burrowed</i> ; <i>drowsely</i>). Some attempts at figurative language (<i>stiff in awe</i>). Experimentation is not wholly effective (e.g., incorrect word choices in the phrases <i>stiff in awe</i> and <i>to the sight of</i>). | |
| Sentence structure | R1–R6 | R4 | Simple, compound and complex sentences are correct, with variety in length and extending phrases and clauses. Some experimentation with structure for effect (<i>"Mum" ... no reply</i>). | |
| Punctuation | R1–R7 | R6 | Punctuation assists meaning. Sentence punctuation is mostly correct. Commas are used correctly to mark clauses and phrases. Text shows developing control of punctuation of direct speech. An apostrophe is used correctly for a contraction (<i>hadn't</i>), but possessive apostrophes are missing (<i>nights</i> , <i>parents</i>). | |
| Spelling | R1–R6 | R5 | Spells most high-frequency words correctly. Spells some more difficult words correctly (<i>wandered</i> , <i>frightened</i> , <i>curious</i>), while others are incorrect (<i>tangeled</i> , <i>drowsely</i> , <i>disapared</i>). | |